

Physical Education

Third Grade through Fifth Grade

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M Essential Benchmarks tested on the FCAT are italicized.	Assessment
Essential Questions	Content	Skills			
Yearly – Application of concepts and principles of movement					
Can you watch someone throw, catch, dribble a ball or kick, and know which components they are doing correct and incorrect?	Recognize the proper techniques of performing an overhand throw, catch of a tossed ball, kick of a ball, and dribble of a ball with the hands.	Student will demonstrate ability to rubric check another student on a skill. Be able to demonstrate mature patterns for the skills.	<u>Discussion, handouts and role playing of mature patterns of throwing, kicking, catching, and dribbling skills.</u> <u>Small groups where students get the opportunity to practice skills, observe others performing skills and using a rubric to analyze others as they perform skills.</u> <u>Give students an opportunity to analyze their skills that were videotaped.</u>	3 rd – <i>Introduce Reinforce</i> 4 th – <i>Reinforce</i> 5 th – <i>Reinforce Mastery</i>	<u>Paper test to evaluate students' knowledge of the rubric for each skill.</u> <u>Teacher demonstrates or a videotape is showing a skill. Students use a rubric to analyze the performance.</u> <u>Students are evaluated as they perform the different skills.</u>

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Yearly – Application of concepts and principles of movement

What does it mean when people say “Appropriate practice improves performance?” PE.A.2.2.3	To understand that specific kinds of skill component practice is necessary to improve the skill performance. To understand that knowledge and awareness of movement principles will further enhance performance when combined with practice.	Be able to name a few specific drills/exercises to enhance a skill or sport. Be able to name a few of the muscles that are used in a skill.	Discussion and the use of handouts, posters and videos showing how the muscles of the body work during an activity. Have students learn some key muscle groups of the body (ex. abdominal muscles, biceps, etc...) Perform activities and exercises that are specific to certain skills in large groups. Small groups – Have students brain storm what muscles groups are used in the sport or activity they are given.	3 rd – Introduce Reinforce 4 th – Reinforce 5 th – Reinforce Mastery	Paper test to evaluate students’ understanding and knowledge of concepts, muscle groups, and their uses in the different sports/activities.
Are there common elements in different forms of movements such as games, dance, and gymnastics?	To understand and apply basic movement concepts such as body awareness, space awareness, transfer of body weight and center of gravity to games, rhythm activities, and gymnastics.	Be able to perform a sequence of gymnastic stunts using different directions, levels, and pathways. Be able to problem solve different challenges with a partner.	Demonstrate and practice basic tumbling skills in stations or groups. Creative games unit done in small groups. Have students complete tasks cards completing stunts such as handstands, cartwheels, etc.	3 rd – Introduce Reinforce 4 th – Reinforce 5 th – Reinforce Mastery	Observe students and evaluate as they perform basic tumbling stunts such as forward roll, cartwheel, and backward roll.

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Yearly – Application of concepts and principles of movement

November 07 November 07 How does being a proficient mover enhance your game playing ability? PE.A.1.2.2 Why are rules really necessary when playing games? PE.A.1.2.4 PE.A.1.2.5	Understand that increasing movement skills may improve one’s confidence in their ability to be successful in the game. Understand that games consist of people, rules, purpose, boundaries and equipment to ensure fairness and safety for all participants. To understand that the more proficient your skills are for the	Be able to play movement games in general space that involve dodging, avoiding, agility and tagging people. Be able to verbalize the components necessary when designing a game (rules, boundaries, etc.)	Play large group tag games such as <u>“Sharks in the water”, obstacle courses, relays, and group games where multiple students are moving in general space at the same time.</u> <u>Discussion, hand outs, give students several opportunities to create and demonstrate their games as a part of a small group</u>	3 rd – 5 th Mastery Proficiency of movement in space will improve as does their understanding of game strategy and their improvement of the skill 3 rd – Introduce 4 th – Reinforce 5 th - Mastery At each older grade level, it is expected that the complexity of the games created would also increase.	<u>Recommend</u> <u>d:</u> Teacher observation – 3 rd – 5 th Students should be observed moving in the general space attempting to avoid others as they move using change of direction and speeds as part of their strategy. Written test may be used to evaluate their understanding of the concepts. 3 rd – 5 th
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<p>Why is it so important to practice skills such as throwing, catching, dribbling and kicking? PE.A.1.2.3</p> <p>What is bio-feedback and how is it connected to manipulative skills? PE.A.1.2.3 PE.A.1.2.1</p>	<p>game, it will enhance your chances of being successful in that game.</p> <p>Bio-feedback is a process whereby the neural and muscular systems communicate with each other. As it improves manipulative skills generally improve. Strategy is an integral part of game playing.</p>	<p>To develop and demonstrate mature patterns of throwing, catching, dribbling and kicking.</p> <p>To demonstrate throwing, catching, and kicking skills in functional situations such as modified games, stations, etc...</p> <p>Gain an understanding of how strategy can affect a game's outcome.</p>	<p><u>Discussion and demonstration of mature patterns.</u> (ex. <u>throwing – opposition, arm extension, elbow up, step to target, follow through</u>)</p> <p><u>Large group and station practice emphasizing different components of the skill.</u></p> <p><u>Play small group modified activities that emphasize components of the skill.</u></p> <p><u>Provide time for groups to devise some strategy before an activity begins.</u></p>	<p>3rd – Reinforce Mastery - 60% of rubric components</p> <p>4th – Reinforce Mastery – 80% of rubric components</p> <p>5th – Mastery</p> <p>3rd/4th/ - Introduce</p> <p>Reinforce 5th – Reinforce</p>	<p>Teacher observation evaluating group on their meeting the expectations</p> <p>Students in small groups create a game following the guidelines and using the equipment given.</p> <p>Written test to evaluate the students understanding of the components of a game.</p> <p>Using a rubric, students are graded on their</p>

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Why can't you just play games in P.E. class? PE.A.1.2.5				3 rd – 4 th Introduce Reinforce 5 th - Mastery	participation while being observed playing games. (ex. following rules, being a good teammate, etc...) Skill tests for each skill using a rubric system to evaluate the students 3 rd - Observation while playing an activity or game. Written test to evaluate students understanding of skill components.

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					Written test may be used to evaluate understanding of the importance of strategy.